

The Educational Weekly.

THE EDUCATIONAL WEEKLY.

THE UNION OF

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THE MICHIGAN TEACHER, *Michigan.*

THE ILLINOIS SCHOOLMASTER, *Illinois.*

THE NEBRASKA TEACHER, *Nebraska.*

THE SCHOOL, *Michigan.*

HOME AND SCHOOL, *Kentucky.*

THE SCHOOL REPORTER, *Indiana.*

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Editorial.

THIS paper is neither a personal nor a partisan organ but an educational journal. It recognizes education as the true foundation of individual and national prosperity and happiness. It is opposed to ignorance. It is an enemy to incompetency and inefficiency in the public service wherever found. It believes in capacity and merit as the only true tests of fitness for public station in a government of the people, for the people, and by the people. It believes that until honesty, purity, and efficiency can be secured in the educational service, the like qualities can never, as a general rule, be relied upon in the civil service. For these reasons, it reserves the right as a public journal to criticize where criticism is demanded, and to commend where commendation is deserved and warranted, whether the criticism or commendation be of public men or public measures. We hold it to be the duty of a public journal fearlessly to condemn weakness, inefficiency, and wrong in public affairs, as well as to uphold their opposites, without regard to personal considerations, but with due regard to the exercise of malice toward none and charity toward all. When the incumbent of a public office, and especially of an educational office, develops qualities unfitting him for its duties and responsibilities, we believe he has no moral right to continue in it. On the contrary, when a public officer proves that he possesses intelligence, capacity, honesty, and courage eminently qualifying him for the place of trust, we believe that he should be retained in service so long as he patiently continues in well-doing and is willing to discharge his weighty responsibilities. We believe the public service demands experience, fidelity, and efficiency as much as do great private enterprises, no matter what may be the maxims or traditions of party with respect to rotation in office.

The state of Wisconsin has now an opportunity to vindicate her approval of eminent, honest, and patriotic service not often presented. She has a chance rarely offered to elevate her educational interests far above the claims and clamors of partisanship.

The present Superintendent of Public Instruction, Hon. Edward Searing, has held that position nearly two terms. Party usages have, unwisely in respect to this particular office, decreed a rotation at the close of the second term. But there is no place under a state government where experience and capacity can be turned to so good account as in the administration of the school system. Mr. Searing has proved himself to be an exceptionally able, fearless, and efficient officer. Under his supervision the common schools, institutes, normal schools, and State University have advanced beyond any previous equal period. He has infused vigor into every department of the educational work of the state. When the text-book conspiracy began to unveil its nefarious designs through its movements in the Legislature, Supt. Searing boldly and courageously faced the conspirators, exposed the wickedness of their scheme, rallied around him the working educators of the state, and prevented the consummation of a wrong whose baneful effects would have otherwise been felt to the injury of the common school system for at least the half of an entire generation; for it contemplated the inauguration of a monopoly whereby the people would have been deprived of the liberty of choosing the text-books to be used in the education of their own children for fifteen years. It can scarcely be necessary to say more. This is the whole story in a nut shell. The question is whether the people will ratify such conduct by decreeing that this gentleman shall continue to serve them for at least another term. We have nothing but the most profound respect for the other nominees, but we have a regard for the interests of education that transcend in importance all personal and party considerations. The educators of Wisconsin, without distinction of party, owe it to their own sense of justice and manhood that Mr. Searing be reelected, and we believe he will be. We can add nothing to the strength of the foregoing considerations by recalling the vindictiveness with which Supt. Searing and Prest. Bascom were pursued by the baffled conspirators. The unanimous renomination of the Superintendent was a splendid recognition by the convention of his worth and services. Now let the people, forgetting party and remembering only the priceless interests of education, complete the work so well begun by the convention, and they will win the grandest moral victory in the history of the state.

Teachers institutes and associations must be assigned the third place, we think, among the agencies for the promotion of professional instruction. Their influence is comparatively limited, because their duration is limited to but a few days at one time. When thoroughly organized and wisely conducted, they are both suggestive and inspiring as well as instructive. But they lack that continuity and system essential to the development of matured views and to the growth of professional character. As a general rule, they are more useful to the experienced than to the young and inexperienced teacher, and since the latter constitute the vast majority of those employed in our schools, the value of such agencies is far less than that of permanent normal schools and a generally diffused educational literature. The state and national associations are valuable for the opportunities thus afforded for professional and social intercourse, and for the annual contributions furnished to the literature of education in their published transactions. These public assemblages are also important in

their influence upon the general public as well as upon the immediate localities in which their proceedings occur. There is a popular sentiment to be elevated and educated along with the teachers and the children. To this end these voluntary associations are among the most useful auxiliaries.

In many states, institutes now form an organic part of the system of education, designed especially to improve the qualifications of teachers. In others, they are still voluntary organizations. They will, however, doubtless become, in a few years, a recognized necessity in every system of public instruction, and the great question is how to make the most of them. Like the schools which they are designed to aid, they are in many cases loosely and inefficiently conducted, and accomplish but a tithe of the good of which they are capable. Organized and managed as parliamentary bodies, they are nearly worthless to the average teacher. As debating schools and grand arenas for the display of hobby riders, they are appendages to the system which are neither ornamental nor useful. So far as possible, therefore, teachers' institutes should be organized and conducted as schools, under a competent head, aided by skillful and efficient instructors. They may and should be made models of wise management and faithful work, since their chief end is to aid in training young teachers who will be likely to carry the methods employed into their own schools. Their primary aim should be to impart correct professional ideas rather than to improve the general literary and scientific attainments of the assembled teachers. The best methods of organizing, governing, and managing schools should be a leading object. How best to lead the child to a knowledge of truth, how to guide his activities, to form his habits, to shape his character through the influences of the school,—these and kindred topics should take precedence of elaborate lectures, or detailed instruction in the branches of study.

Hundreds of these institutes seem to be carried along to a pointless conclusion, growing small by degrees and significantly less as the end approaches. In some of the states, however, they are well organized, carefully planned, and responsibly supervised and directed. This is notably the case in two or three states both at the East and in the West. New Hampshire, New York, Wisconsin, and Iowa seem to have made the nearest approach to a true standard of action in the management of their institute work. Michigan, and perhaps one or two other western states, seem to be moving in the right direction, and we may hope within a few years to see the work placed upon a solid foundation for future usefulness. This can never be accomplished, however, without authoritative action by the state legislatures, placing the institutes under proper organization and control. It is manifest that the same power that directs and provides for the education of the children should also provide for the preparation of their teachers, and that it would be as illogical and inconsistent to leave the former to voluntary and unorganized effort as the latter.

We have been led to fear that even where the best system yet devised prevails, the serious mistake has been and is being made of attempting too much at a time. The most valuable lesson of life is to learn to do well that which is undertaken to be done at all. To sacrifice quality for quantity is a serious mistake everywhere, and nowhere more than in education. "Not how much but how well" is a maxim that cannot be too often repeated or too faithfully reduced to practice. Teachers' institutes, above all other things, should afford the best possible models of thorough teaching. They should lead their pupil-teachers to the bottom

of a few things rather than over the surface of many things. Better limit the drills and discussions to a few essential topics than to spread over the length and breadth of an elaborate curriculum. Young teachers should not be deceived by the shadows instead of being stimulated and inspired by the substance of things. An elaborate syllabus is good in its place and for its legitimate purpose, but when taught as an end it is out of its place and consequently fails of its purpose. A full and correct syllabus or tabular view should be the final outcome of an exhaustive examination of a subject. It should come out at the end instead of being injected into the beginning of a discussion, and, so far as possible, it should be the work of the pupil rather than of the teacher.

These suggestions are offered in the sincerest spirit of friendly criticism. We believe there is a tendency to excess in this direction. We have attended institutes at which it seemed to be the chief aim *to teach the syllabus* of a subject rather than the subject itself. And since young teachers are apt to be imitators instead of thinkers in the matter of professional methods, we have been led to fear that they would go into their schools and teach the mere outlines rather than the details of their subjects. We have far more faith in institutes which attempt a few things than in those which aim to spread themselves over a whole common school curriculum now altogether too greatly extended. So far as the actual teaching of branches is concerned, but little can be done, and little should be undertaken, excepting for purposes of illustration, during a limited session of a few days. To sum up the whole case, then, we believe that institutes should be under state control; that they should be carefully organized as schools and not as deliberative bodies; that they should be in the hands of experienced and able instructors; that they should be conducted, so far as circumstances will allow, as models; that but few subjects should be taught at a session, and these should be thoroughly and well taught; and that great attention should be given to those practical professional topics so needful to young teachers in the organization, management, and instruction of their pupils. We believe that they can never, in any sense, be made a substitute for normal schools, and that the term normal should not be applied to temporary expedients of this character. Under proper guidance and control they may be made very useful to those who cannot enjoy the advantages of the normal schools to which they should ever be tributary, as they ever must be secondary in value and importance.

Contributions.

SCHOOL ECONOMY.

VIII. TARDINESS.

H. B. BUCKHAM, Buffalo, N. Y.

I AM to state in this paper some characteristics which should mark all rules in reference to tardiness.

I wish, first, to renew my own distrust of all specifics in this and in most school matters. There is no panacea or patent for the evils, sometimes chronic and sometimes epidemic, which vex the school-master. Circumstances must to a very great extent determine and modify school rules. It is impossible to put schools under a military regimen because the end of schools is not a body of men trained to unquestioning obedience of superior officers and unflinching courage in the supreme moment of a great battle, irrespective of motive and character and intelligence in all besides, but a body of men and women trained to the varied and intricate duties of common life, in whose manifold daily operations no one prescribed code can be rigidly followed. Here is where most of us fail. We can, any of us, apply a fixed rule applicable

to all alike, and hold ourselves responsible for a literal execution of it; but to reach the end which the rule should seek while recognizing the difference in the children we deal with, and rightly estimating the cost and the value to them of the efforts, more or less honest and persevering or aimless and fitful, which they are making to comply with the rule, is quite another and a much higher proof of skill. The first obeys the letter of instructions; the second obeys also, but strives to make the child's purposed coöperation now, and his permanent benefit, factors in the same result. Living by rule, unless the rule is self-imposed, is not the highest kind of living.

1. Rules should be free from all unnecessary provocation of opposition. Parents and children are very sensitive about school rights. They have, indeed, ridiculously loose notions, sometimes, about their rights, and interpret them to mean that they may do just as they like with the school and the teacher. The plan of locking-out, for example, often rouses furious opposition, on the very general principle that the moment a human creature is excluded from any place by any barrier, that moment he feels a strong desire to knock the barrier down, so that he may pass that way, *if he wants to*. An unnecessarily strict rule hits and offends many for whom it was not intended, and it starts into fiery opposition those for whom it was intended. A change of rules, with the addition of more rigid particulars, however slightly so, often raises questions in the minds of those who have had no thought that the school could do any wrong, and makes them more ready to resist when the next equally slight pressure in another direction comes.

2. Such rules should aim at keeping children in school, not at excluding them; keeping them in school and doing what is right there, I mean. Rules are sometimes made which it is certain many cannot keep, and the operation of many others is to deprive children of the privileges of school, by the impossible conditions which they impose. I have come to regard it as a very serious thing to debar a pupil from school, either directly or indirectly. The school will many times suffer less from the fault of a boy, tardiness, or indifference to lessons, for example, than the community will suffer from the bad habits of the same boy which might, perhaps, have been partially amended in school. And we should not forget that school is the place for both instruction and discipline.

3. Rules should be such that they can be impartially administered. What most of all annoys, and challenges the disrespect of children and provokes them to disobedience, is that a different interpretation of rules is made for different persons. This is true in marking lessons, in excusing or overlooking faults of conduct, in the liberties which may be allowed or taken by some, and quite as much as in any thing else, in determining whether a pupil is tardy or not. If any allowances are to be made for weather, or for detention of cars or omnibuses, etc., the circumstances in which these concessions are to be made should be so clearly understood on both sides that a difference of opinion can hardly arise. Base-ball players follow very strict rules very strictly; they play to beat, and they neither ask nor allow anything but that both sides and all the men shall be treated alike. School is a sort of game, which each pupil plays for his standing against the rest, and he neither wants nor will allow any but impartial application of rules. If a teacher is strict in this matter of punctuality—as certainly all should be—he must have such rules to guide him as he can strictly enforce.

4. And yet, I insist, that there must be discretionary power in the administration of all school affairs. All dealing with human beings must admit this. No two committing the same wrong act are equally guilty. It is very easy to inflict an equal flogging on each of two truant pupils, or each of two whisperers, or of two who throw paper wads; but in almost all instances one is the tempter and one the tempted; one leads and the other follows; one could have done better if he had a mind to, and the other would not have been so wrong but for the one. To inflict the same penalty for the same act, whether of commission or of delinquency, is many times to do a great wrong. In the same circumstances, the same penalty is due; but the circumstances are to be taken into the account and to be factors of the judgment. I feel myself obliged to allow pupils tell me *why* they were tardy, and I feel myself at liberty, nay, more, I feel myself bound to make a distinction in cases; and it seems to me that I can do more toward the real and permanent cure of the bad habit of tardiness by telling pupils, as in the great majority of instances of course I do, that *such* excuses will not do, that they would not present *such* excuses any where but in school, that they themselves would not accept them if places were exchanged, and by accepting, in as many instances as my judgment approves,—not as my feelings incline me—what seem to be reasonable excuses, than I could do by the summary and unvarying application of any rule whatever. And it seems to me that for the student, the ordeal to which

this mode of treatment subjects him, is far more disciplinary, and teaches him far more to judge himself severely but justly, and so trains him to self-government, than any other treatment within my power. At any rate it is the way in which I desire to be treated by others.

5. Finally, rules should not contain a suggestion of any way of evasion or offer to the pupil any opportunity of making up for any specific act by any other specific act. Staying in at recess, or staying after school does not secure the end for which punctuality is insisted-on. Requiring or allowing a pupil to choose between doing his school duty in the teacher's—that is, the school's—time or in his own, is not wise or right. It may sometimes be a punishment; it is oftener a way of escape from a present duty, under the pernicious notion that some other time will do as well and be more convenient. If there is a rule, it should require what is desired, and leave no gate open for a delinquent to run away by; or if the gate be shut and locked, it should not tell him where the key is hidden.

Let me say now again, that I have only discussed, and do not claim to have settled this matter of tardiness. I have only given my views; they have pleased some, but not all. Every school-master has his notions about school affairs; this is mine about tardiness. Some can cure this great evil, in a simpler way for them, than I can, and by "a method" of their own, cut this Gordian knot. I congratulate them on their ability and their success. My many years of experience have taught me only what I have here put down. If any ask me what, after all, I would do with tardiness, I must answer that it is very much like asking what I would do for a sick man. That would depend on his condition. Sometimes I would give him brandy, and sometimes I would give him opium; sometimes I would put him into a straight jacket, and sometimes tell him to unbutton his stays so that he could breathe. *I should need to know the case*, but my efforts would be to cure him in one way or another in order that *he might be better*, and not that my method might be vindicated or my school of medicine be honored. So I would deal with tardiness, not by any specific which ought to cure all, but in whatever way seemed to me most hopeful. And the constant object should be to stop the tardiness for the good of the pupils in all after life, and not to let it begin and end in school as if it were a thing for school alone.

RAGGED SCHOOLS.

THIS title, which recalls a peculiarity of educational agencies for the lower classes of London, may, with a different construction, apply to some parts of the best schools of America. Schools for the ragged may be of the best character, but ragged schools are in no sense desirable nor useful.

As you enter a room of the latter class, the rags flaunt in your face; the surface of the teacher's table contains a mass (not a collection) of books in every conceivable attitude—scraps of paper, tippy bell, ink-bottle and glass—garnished with the contents of an average boy's pockets, and powdered with chalk and dust, except where a spot has been brushed by the sleeve, or washed by the water spilled from the glass when it was jostled by the removal of an underlying class book. The table itself stands awry, and its drawers half-opened display a motley collection of pencils, notes, rubber, knives, tops, strings, apples and apple cores, luncheon and remnants, a half-finished note and a half-read novel, a tatting shuttle, and a crochet needle each in the midst of its usefulness (or uselessness as the case may be), a package of examination papers, a few writing books and old dogeared spellers, and so on to end of accumulations possible in such a room as we shall find as we proceed. The chair has a hat in its seat, and a shawl thrown carelessly over its back. Under the table may be found a mischievous boy, who is carrying on a fine play with others who adorn the corners of the rostrum. One glance around the room will show you the Dolly Vardenish style of blackboard work. There is "a place for everything and everything" out of "its place." A sentence designed for analysis runs madly forward into an example given for solution, and in its recoil has toppled over a column of words to be studied for definition. One pupil, who has wrought out a long example in Partial Payments, has "ciphered clear round" another who is striving to calculate the worth of a note common to these days, upon which no payments have been made. Pounds, shillings, and pence are most provokingly mixed up with gallons, quarts, and pints, until it is hard to find out how many pints make a pound, or how many shillings are found in a gallon. Right across the face of a beautiful design is a mark made by the shoulder of an uneasy urchin who leaned during recitation. Erasures made by the moist finger or by the sleeve or even by the apron moistened with saliva give a mottled appearance to parts of the surface. There will be nine chances to one that the teacher's closet door is ajar, and old peach-baskets at which wads of paper have been thrown quite unsuccessfully,

muddy rubbers, one across the other, a draggled water-proof, with writing spellers and drawing-books struggling to keep their insecure positions upon the shelf, add to the scenic effect.

Each desk contains the stock from which samples have been taken to fill the table drawers. The slate is poised upon the pile of books which, in the order of an inverted pyramid, is ready to fall upon the least inclination of the line of equilibrium. The ink spots upon the floor are only half hidden by bits of torn paper. The window-sills have the appearance of the refuse shelves of a second-hand book store.

The wardrobe has many hooks emptied of their occupants which are found trooping about the floor in the most approved truant style.

Turning from the inanimate, we shall find a remarkable correspondence in the essentially animate features of the picture. From any point it will be permitted us to catch a glimpse of every part of the human head in all possible conditions as to pose, nor shall we want for evidences of the widest range in degrees of neatness. It is possible that a call to recitation will break the monotony of this unpleasant variety only to show another style of rags in slipshod, slouchy movements toward the formation of a line changing too rapidly to be photographed, and defying representation by the deffest pencil. The shameless raggedness of dismissal let us cover with the mantle of charity.

"Impossible!" cries the reader. "Rare," answers the writer—but this paper has been made out of real rags as witnesses

ONE WHO KNOWS.

UNIVERSITY CONTROL.

AT the convocation of the University of New York last summer, held at Albany, Prof. Alex. Winchell, LL. D., of Syracuse University, read a paper on University Control. The general principle maintained in this paper was the following: The corporate body in the university has too much control; the teaching body too little.

Under the American university system two official bodies come into existence. The corporate body is chosen generally from the ranks of business. Its members, from the nature of the case, are possessed of those qualities which fit them for the achievement of success in the ordinary walks of business life. The teaching body is supposed to be created with a regard to the learning of its members and their aptness to instruct and manage young men. It is called into existence by the authority of the corporate body. The teaching body, owing its existence to a power which is not scholastic nor necessarily learned or expert in university measures, constitutes, with the students, the essential part of the university. Their special preparation, their active labor, their hopes, their ambitions, all lie within the sphere in which every university exigency arises. Every event, every issue, every want, every emergency arises under their notice—in the midst of conditions and antecedents, and motives which have long been the subjects of familiar observation, and probably of study; and if it is possible for any body of men to be placed in a position to counsel wisely for the university, these are the men.

But the functions assigned to these two bodies, respectively, do not correspond to their respective and relative qualifications. Generally, the fundamental principle or scheme of the university is laid down before its control passes to the hands of the corporate body. Between this body and the parental influence, decisions are reached respecting all the most vital questions. First of all is the conception of the university. This, it was shown, is properly an effort of the most highly cultured intelligence. Next, the location of the university is to be considered, and its particular site. Shall the seat of the institution be far removed from city influences, or in the midst of the city? Shall it stand on a lofty eminence, or on the plain? Then, as to the cost and plan of building. Shall most of the means be converted into architecture, or the proper appliances of learning and education? Shall the building be planned with reference to the needs of the lecture-rooms, laboratories, cabinets, and studios, or with reference to display on public occasions?

It is only after all these questions are finally settled, that a board of experts is called into existence, whose very specialty consists in knowing how to advise in such questions. Then there are the various questions respecting curriculum lectures, calendar, discipline, new elections, preparatory and final examinations, and the conferring of degrees—in all these matters, the faculty, in their experience and wisdom may make proposals, but the supreme board possesses the power to set all their recommendations aside.

The exercise of such power is gratifying to human vanity; and the free American is not likely to decline it, through distrust of his capacity for the high duty.

All this is wrong—in theory and results. Nothing could be more absurd

than to rob of power the very persons educated to wield it—unless it be the transfer of such power to the hands of persons with no especial preparation to exercise it. The most consummate business abilities may not fit a man to legislate wisely for a university. The results show that very generally the requisite wisdom is not possessed by the gentlemen who serve us as members of the corporate body. The writer did not consider it discreet or necessary to mention names; but he alluded in a general way to a great variety of unwise legislation, which had fallen under his observation during a long period of university activity—ranging from the first determinative conception of the university by founder or legislative committee, down to the smallest affairs; over all of which, a body notoriously inexperienced assumes supreme control over a body whose very existence is conditioned on peculiar expertness.

The consequence of the existing state of things is that every university lives a life of ever-shifting expedients. No university learns from the experience of others. Each new "board of trustees" plunges into the same crude experiments, learns the same costly lessons, and works out for itself results which have been recorded in the annals of higher education for two hundred years. Even successive "boards" of the same institution have been known to flounder through an identical round of trials and failures. Still more conspicuously, in case of state institutions, have successive legislatures returned again and again to the same style of "tinkering" at the university. Every faculty in a state university will bear witness, that the meeting of the legislature is an event which fills them with apprehension and dread. It is a public spectacle of ignorance and incompetency assuming to shape, or even to transform, the most delicate machinery of our civil institutions; and play at foot-ball with the dearest and highest interests of modern civilization. Fortunately we have seen no ignorance so crass, and no vanity so scornful, in the proceedings of our corporate "boards;" but alas! there is too much of similarity. The annual or semi-annual meeting of the great omnipotent "board" is generally anticipated as a period of convulsion and trial, if not of disaster.

As a remedy for most of these evils, the author of the paper suggested the retention of a corporate body to look after the creation and conservation of endowment, and the provision of annual income; and all other matters of purely "business" character. He would dispense with ex officio members, and would admit alumni. To the teaching body he would confide the absolute control of expenditures, the election and dismissal of instructors, the determination of their compensation, the conferring of degrees, and all other matters which require for their cognizance a range of knowledge which may be styled scholastic. A peculiar and noteworthy suggestion, made incidentally, was, that in the internal administration, the faculty may sometimes exchange views with the older students, to the great advantage of the university.

In conferring these new powers upon the teaching body, it should be done with due restrictions. They should be limited in their action by the fundamental idea of the university; and it is probable that the privilege of voting upon appropriations should be restricted to full professors of not less than five years standing.

Among the countless vagaries and cruelties of parental despotism, none is fuller of harm than the senseless haste in teaching children "their letters." At a time when the little ones are still aglow with the first ecstasies of budding life; when their senses hang eagerly upon the varied impressions that greet them in delightful confusion; when their growing minds enjoy the luxury of bringing more delightful order into this, of getting the mastery over the surroundings, of acquiring knowledge from first sources, and of training skill and gathering strength in self-active efforts, parental despotism thrusts a dead book in the child's face, with the peremptory order to learn to read. To the child this order means in most cases: Give up all that is delightful to you, stop thriving, stop growing! He has just commenced to appreciate the *living* book, whose pages have lain open before his delighted senses; and he is to exchange this now for meaningless traces of printer's ink.—*The New Education.*

It is time that the vast amount of illiteracy among voters should not be considered so much a disgrace as a great danger. The question of resuming specie payment sinks into utter insignificance before the greater question of ignorance. We have been troubled about the election of a president; we shall be much more troubled in the future unless this open sore of our nation is healed. It will sap our vital energies, exhaust our culture, and in the end be our ruin. No one, who has read history, can fail to see that this is the very rock on which we shall split unless it is undermined. It would be a wise measure for our nation to adopt, to organize and send into the South an army of teachers who could compel the people to learn to read and write. Ignorance cannot be optional unless we are willing to consider our prosperity and our very existence optional.—*National Teacher's Monthly.*

THE BIRD IN THE STREET.

TARPLEY STARR.

SWEET little minstrel! melting thy throat
 All to thyself—in this busy town—
 Where never the beat
 Of the rushing feet
 Stays for the gold-drops pouring down.
 Some to life's work! and some to life's play!
 But who heeds thee in thy window there
 Throwing each thought
 Of that glad little heart
 Like star-flowers down in this thoroughfare?
 Yet, what carest thou, O singer of song!
 The music that's born comes unbidden.
 'Twould ring out as clear
 In Sahara's dead ear—
 That little bright breath out of heaven.
 Ah! One heart heeds thee, beautiful bird—
 An echoing heart here over the way,
 That scents in the breath
 Thy sweet song hath
 God's woods and meadows this grand June day.
 Pleasant the vista it opens to her
 Far and away through the morning air,
 Where life upsprings
 On its thousand wings,
 And joy and hope bloom everywhere.
 And poet—that sing'st all to thyself
 Up in thy window, what dost thou care
 If the gold of thy song
 To the heavens belong,
 And ring no change on earth's thoroughfare?
 It may be some heart thou wot'st not of,
 Weary and worn with struggle and strife,
 May catch up thy strain
 And echo again
 With fresh blood beat of purpose and life.

THE LIBRARY OF CONGRESS.

THE Library of Congress is prepared with a full representation of the latest books, documents, and periodicals to answer the numerous drafts that are made upon it in every field of inquiry. Large additions have been made to the library, especially in works on political economy and finance, and there are few publications, either periodical or permanent, in this direction, which are not found in the collection. The entire number of volumes is now about 315,000. This library is especially rich in periodicals, nearly all the English and American reviews and magazines being taken, with many of the most valuable in foreign languages. The files of newspapers alone now exceed 5,000 bound volumes.

The copyright business of the library, notwithstanding the depressed condition of the book-trade, shows more entries than last year, about 11,000 copyrights having been granted since the first of January, 1877. An increasingly large number of periodicals, musical compositions, photographs, engravings, and maps, are protected by copyright. The library grows so rapidly, through its various collections, aided by purchase, exchange with foreign governments, the deposits of national and state documents, additions from the Smithsonian Institute, and the operation of the copyright law, that the necessity of a new building, constructed especially for its accommodation and future growth, has long been conceded. It is believed that Congress will, at the present session, provide for the better protection and safety of this great and invaluable library, and save the 60,000 books which are now being piled upon the floors in all directions, from further injury.

The use of the Library of Congress by the general public is steadily increasing, the number of those reading and writing by the aid of its fully equipped store of authorities being very large, especially on Saturdays, when the institutions of learning in Washington have a holiday. This increasing use of the privileges of the library, especially during the sessions of Congress, would alone compel an enlargement of the facilities for readers, even were the library itself not suffering from the overcrowded condition of the collection.

A list of words often mispronounced by teachers.—Orthoepy, accented, disputant, combatant, conversant, vagary, rallery, finance, won't, can't, half laugh, ant, aunt, coadjutor, lyceum, vehement, Missouri, Danish, recess, tirade, oasis, phalanx, truths, granary, costume, Chinese, equation, luxury, haunt, orotund, cañon, caoutchouc, alternate, squalor, frontier, frontal, coagulate.

The East.

Conducted by Prof. EDWARD JOHNSON, 34 Oxford St., Lynn, Mass.

A COMMITTEE of the Boston School Board gave a hearing recently to the advocates of the admission of girls to the Latin School. Professor Howison, of the Institute of Technology, argued that a demand for a classical education for girls in Boston does exist, and that it is not met by the present educational system. He said that Vassar was not an institution of the very highest order, yet, of thirty-two girls who went there between 1868 and 1877, only six were admitted without conditions, and their deficiencies were generally in Latin and the classics. Eleven of these girls went from the Girls' High and Normal School, and not one of these was received without being conditioned. President Runkle, of the Institute of Technology, said that he would have girls admitted at the Latin School at the same age and under the same conditions as boys. He believed that the general means for the education of boys and girls should be essentially the same. President Candler, of the Boston Board of Trade, expressed substantially the same opinion. Principal Hagar, of the State Normal School, said that his experience told him that girls had generally been the superior scholars without overwork. The Rev. James Freeman Clarke said that if it should come to pass that the Boston Latin School should be opened on the system of joint education, he believed it would be greatly to the advantage of both the boys and the girls. President Warren, of Boston University, said that it would not be a rash innovation nor untried experiment. One girl had already been fitted in the Latin School—the daughter of a master. She came to the school, and finally completed her course by finding her way to the seats and reciting with the other pupils, and this year graduated from the Boston University as a doctor of philosophy. The only alternative for the Latin School was the establishment of another school precisely similar, and even then the girls would not have the advantage of the reputation of the old Latin School. The Latin School would give the girls a better opportunity than the high schools.

Lasell Seminary for Young Women, located at Auburndale, Mass., is acquiring quite a reputation for enterprise and good scholarship. A new departure has been taken this fall in the assignment of the department of Rhetoric and English Composition to a special teacher, and in providing a course of free lectures.

The South.

PROBABLY Col. Thomas Hardeman, who made a speech at Mason, Ga., recently, on "The education of the colored people," which was warmly applauded, represents a widespread opinion in the South. We are sorry to think so; but here is a part of the speech as reported: "Educate these unfriendly blacks, and you teach them to seek a living without work; for a little learning unfits them for their true sphere—manual labor—and they will grow up to be restive, surly, and insolent toward the whites. The carpet-bagger and white radical have already inflicted grievous evils upon us by indoctrinating evil ideas into their woolly heads, and we should not join them in their unholy work of educating them to be lazy, trifling, and insolent. Voting and free schools awaken in the idle young negro foolish and absurd aspirations, which will surely engender much trouble and evil. Education makes the negro fickle, unreliable, and insolent; then let us not in future waste our hard-earned money in bringing up a race which seeks to oppress and degrade us, while enjoying privileges which we confer. Let both races educate themselves, and each man his own offspring."

An exchange says that in the Nashville schools the percentage of attendance of white pupils is 95.55; that of colored pupils, 96.74. Since 1870 the latter have advanced about 9 per cent in attendance, and the whites about 1.55 per cent. During the same time, the average per cent of scholarship of the colored pupils has been about 65, and that of the whites about 72. Except that the management and means of discipline have been slightly more stringent, and the time required for classes to accomplish the same work a little more protracted, the colored schools are in every respect in as fine condition as any in Nashville. The average cost of tuition per pupil is \$16.31 for whites, and \$12.63 for colored.

Miss Clara Conway's School for Girls, Normal Class and Kindergarten, at Memphis, Tenn., is growing rapidly into an agency of much importance in that city. Miss Conway is a lady of culture, and her experience as an educator fits her peculiarly for the place she occupies.

stand on the beach and calmly watch the waves of passion break at his feet. Those who can control their voices can control their tempers. Whoever raises the pitch of his voice in reproofing disorder should vacate the school-room. He has shown his weakness, and the children have no longer a master.

The true teacher has the most unyielding firmness and mildness. Bluster is not firmness, but an index of its absence. Obstinacy in minor matters is not firmness. If a request is made in regard to any point in organization or discipline, never lose sight of it until the object is accomplished. Be careful what you undertake, or promise, and remember that a promise broken is a sin.

A fair command of language is essential. But many, in the early years of teaching, feel that they are doing well only when they use the time of recitation in airing their own knowledge of the lesson. Visitors aggravate this evil. But nothing else kills thought and rewards idleness so effectually. A teacher who, during recitations, utters two sentences without some reply from the pupils, should be watched suspiciously. If you are a shy talker, get full of the lesson, and you will do well enough.

A very fair amount of self-esteem is necessary. But pity the school whose teacher has no need of professional literature and meetings. Self-esteem gives dignity, and frees from embarrassment. Be ladies and gentlemen, even in the midst of trifling and boorishness. You may get ridicule; you will surely command respect. But when you "feel above" your patrons, you show the lack of one essential.

The teacher who has not some intuitive knowledge of human nature, who cannot tell what motives move a given person, even after a brief acquaintance, should study physiognomy as a science. It is a pilot that will steer you clear of many rocks. Will fear, praise, love, reward, or the teacher's eye stimulate that boy to greater effort? It is your duty to know the answer.

A talent for organization, a dislike for disorder, confusion, and friction, are essentials. The public cry for order is heard on all sides, and yet it is not, perhaps, always an intelligent demand. Many could not tell what they mean by it. It is, however, a very wise one.

Is there any connection between systematic movement of classes, and systematic presentation of truth? Can a teacher bring out system in one thing and not become more orderly in all? We have yet to see the school injured by an excess of this quality. The army is most successful that is most completely organized. Why can a battalion of soldiers disperse an armed mob of thousands? Organization. If, in your work, two pupils ever jostle each other, or speak at once, some one is out of place. Your movements and methods of recitation in those particulars are too much like the rush of a mob, or a street quarrel. What is courtesy in these two particulars? System is a part of good manners.

HOW TO LEARN GERMAN.—NO. II.

By ZUR BRÜCKE.

IN the first lesson, which was on "*das Glas Wasser*," the much-interested pupil had learned the meaning of the words *voll* and *leer*, without any translation; he had also learned the sentences, "*Ist dies ein Glas Wasser?*" "*Das ist ein Glas Wasser*," "*Ist das Glas voll Wasser?*" "*Das Glas ist voll Wasser*," "*Das Glas ist voll*," and "*Das Glas ist leer*" (empty).

Belle now refills the glass, and putting it to her lips, says, "*ich trinke Wasser*; *Ich kann Wasser trinken*: *das Wasser schmeckt gut*." She now gives it to her pupil, saying, "*trinke*;" He drinks, repeating her words, "*Ich trinke Wasser*; *Ich kann Wasser trinken*; *Das Wasser schmeckt gut* (tastes good), *schmecken* (pronounce *shmecken*), sounding much like our English word "smack." But she continues, "*Mein Freund, du trinkst Wasser*." Pupil replies, "*Ja, ich trinke Wasser*." Again she asks, "*Kannst du Wasser trinken?*" Answer: *Ja, ich kann Wasser trinken*." "*Schmeckt das Wasser gut?*" "*Ja, das Wasser schmeckt gut*."

From the foregoing, it will be seen that something can be learned of a living language without explaining the meaning of a single word by words in another language; I mean that one can learn a foreign language, rapidly, by speaking about objects and their several relations and by avoiding, almost entirely, the injurious process of translation.

The Milton *Beacon* very pertinently says: "We learn that the proposition to have the educational interests of Pike County represented at the next annual Fair meets the hearty approval of the directors, and that they have agreed to take the necessary steps to secure proper accommodations, if the teachers give it their united support. This is certainly a move in the right direction. It is one in which the high and the low, the rich and the poor, are alike interested. Surely no parent can admit that he feels more interest in the improvement of

his hogs, sheep, horses, and bulls than he does in the intellectual advancement of his children. Let the same amount of money be expended for this purpose that is spent to keep up the horse-racing department, and demonstrate to the world that the educational interests of our county are not inferior to the most questionable departments of our fairs. A new era is dawning upon our schools, and the live teacher may be known by the encouragement he gives to every movement calculated to better their condition and elevate the standard of his profession, while the 'dead-head' may be known by his stand-still or pull-back proclivities. Fortunately for our children there are but few of this class, and we will hail the day when we can truthfully say there are none."

"Leed uz not intu temtaishon." Matthew Arnold does not think that the English nation can be induced to spell in that style. In his report as one of Her Majesty's Inspectors of Schools, he observes that although English spelling is exceptionally difficult to adult foreigners, it is not clear that it is as difficult to English children. He does not think that it can be made much easier for children, although changes should be favored because certain things in the system are irrational. He says that the printers have had their way long enough. "For instance, we find almost universally, 'connection,' 'reflection,' instead of 'connexion,' 'reflexion.' This the printers give us from the analogy of words like 'affection,' 'collection,' and for the sake of symmetry. But 'collection' comes from a Latin participle in '*ectus*,' and 'reflection' from a Latin participle in '*exus*,' and to give the two nouns the same termination is a pure blunder in grammar. We shall never find these terminations confounded in French. Again, it is almost impossible to induce a printer to print 'a forgone advantage,' he insists on making it 'foregone,' because we speak of a 'foregone conclusion.' But a 'foregone advantage' means an advantage gone without; a 'foregone conclusion' means a conclusion anticipated." Mr. Arnold is disposed to think that a Royal Commission might with advantage be charged, not with the absurd task of inventing a brand-new spelling, but with the duty of reviewing the present system, of pointing out evident anomalies in it, and of suggesting feasible amendments of it.

John Ruskin has said that the basis of a sound education lies in a knowledge of three things. It is advisable that a man entering into life should accurately know—

* First, Where he is.

Secondly, Where he is going.

Thirdly, What he had best do under those circumstances.

The first, where he is, involves a knowledge of the world that we live in,—its size, the creatures that inhabit it, and their mode of living, what this world is made of, and what may be made of it.

The second, where is he going, will lead him to a study of other worlds than ours; and particularly that other world for which we are all said to be destined.

The third, what he will do under those circumstances, will open up to him the possibilities of his own nature. He will seek to know himself, his relations to society, and the best means of securing happiness for himself and his fellow-man.

The aim of a teacher should be, then, to give to his pupils such a knowledge of self and the surroundings of this present life, and then so to lead the mind out to know what is before, that each one may become, as far as it is possible, a happy and useful member of society. W.

To be a school teacher is no trifling thing. It is more than to be a teacher merely, for all men are teachers, and we are daily learning from each other, in this world, the lessons which furnish us with the little fund of knowledge which even the wisest of us may boast. But a school-teacher is a teacher of a school, and he has, added to our common responsibility, that of giving lessons and instruction to a score or more of young and susceptible minds, whose future in this life and in the life to come, will depend largely upon the instruction imparted by their school-teacher.

"It may not be your lot to wield
The sickle in the crowded field;
Nor yours to hear on summer eves
The reaper's song 'mid thickening sheaves,
Yet where your duty's task is wrought
In unison with God's great thought,
Know thou that there the Master's eye
Surveys your work approvingly;
Smiles on your task with sweetest grace,
Though humble and obscure your place.
Faint not; the crown is only won
Through patient toil, through duties done."

W.

Notes.

GENERAL.—The state of Colorado contains an element of character among its people that would well be infused into the older states. At the recent state election, when the two great political parties were supposed to be about equal, and political discussions were warm and party feeling intense, the people put aside politics when voting for non-political offices and all voted for one man for Supreme Judge of the state. The same was true of the voters of Arapahoe, the largest county of the state, in which is situated Denver. Democrats and Republicans entered into one of the hottest of political struggles, but as to the issue on supervision of schools, but one candidate received votes, and he the former incumbent, now reelected. To this sort of expression, we doubt not Colorado owes her already advanced public school position, and with such continued school administration, her leadership in public school matters is assured. It demonstrates that an intelligent community have control of state, and that courts and schools are in no way a part of political machinery.—Hazing is not to be tolerated at Lehigh University. Two students—sophomores—have been suspended for a year by the faculty, and certain others expelled from the institution, for engaging in this kind of college ruffianism. There are many weak-kneed faculties which have not the necessary force of character to deal so justly and sensibly with rowdyism, not to say ruffianism, among their students.—Mrs. Barton, of Philadelphia, has given the University of Pennsylvania fifty thousand dollars with which to endow the Rhea Barton Professorship of Surgery.—Paris has the largest library in the world. It contains now about 3,000,000 volumes, 150,000 manuscripts, 300,000 atlases and maps, 1,300,000 engravings.—One of our correspondents writes as follows: "Music and drawing *must* one day be introduced into our daily school work. It is only a question of time. Urge all teachers to prepare for the change, and all aspirants to prepare for the work. The one, aside from independent advantages of its own, will greatly improve our school reading and all public elocution from the pulpit and the rostrum down to the stump; and the other will benefit all penmanship, besides opening up to the pupils new avenues both of pleasure and of profit."—Jansen, McClurg & Co., of this city, are beginning to receive their invoices of rare and valuable books from Europe. General McClurg has returned, and may be found again in his accustomed place. He reports large purchases while in Europe, especially of works which are prized for their rarity or wealth of illustration. We do not exaggerate when we say that in no establishment west of New York city can a more complete and varied stock of American and foreign publications be found than in the mammoth house of Jansen, McClurg & Co. Their annual sales amount to nearly a million dollars, and yet the daily and constant attendance of the proprietors in person permits them to be familiar with the details of nearly every department. The first floor of this great book-house has been appropriately termed a "literary palace." On this floor are the city and retail departments, the general and correspondence offices, the reading room, etc. A gallery on each side of the room gives access to the shelving, which extends to the ceiling, and is loaded with choice miscellaneous books of a popular character. On this floor are kept the latest importations of books, and the display in this department alone is said to be unsurpassed in this country.—C. M. Woodruff, the author of the articles on "Teacher and District" now appearing in the WEEKLY, is the publisher of a monthly journal called *Law for the People*, of which the *Ann Arbor Courier* says: "It is a valuable publication, worth four times its cost to every intelligent reader. An inspection of any number will reveal its real merits."—The Authors' Publishing Company have issued a strange book with a strange title—*The Anti-Billed Shirt Club*. It is a narration of some curious and ludicrous experiences of a party of gentlemen who sought happiness in the forests of Maine. The story is told with a naïve humor and delicate satire which makes it fresh and spicy reading.—*The Anglo-American Primer* is the first book we have seen (32 pages) for the beginner in learning English according to any revised (?) method of spelling. According to the author, this little primer is "*desiend tu teech a proper speling and pronunsiashon ov the English langweij, and tu serv as a direct gied tu the reeding ov ordinary English print.*" "Personz hoo ar interested in mishonery or edqcashonal wurk ar askt to maik a critical examinashon ov the Anglo-American Primer, az a meenz ov giving a rapid acwaintans with the English langweij, boeth spoken and riten. Thay wil, moerover, graitley obliej the publisherz by sending their *riten* opinyun ov the Anglo-American Primer and print, with such critisizmz az they dezier tu maik, tu the author." We respectfully submit our "opinyun" that it is a collection of absurdities, and shows that its author does n't know the first principles of English "pronunsiashon." A good deal of good paper and printers' ink is wasted lately by aspirants for fame,

who publish these silly pamphlets and send them out as heralds of a reform in spelling! Others who have "opinyuns" to express may "*rite*" them out and send to Elieza Boerdman Burnz, 33 Park Row, New York.—A far more sensible and interesting publication in this line is A. H. Davis's *Phono-Romanic Instructor*, which is designed to accompany his *Phono-Romanic Chart*. The following is a specimen page from the "Instructor," which shows all that is on the chart except the capitals.

5. PHONO-ROMANIC ALPHABET.

(See Chart.)

LONG VOWELS.

ē as in eve.
ē " " earth.
ā " " ale.
ā " " air.
ä " " arm.
ō " " nor.
ō " " oak.
ō(oo) " ooze.

SHORT VOWELS.

i as in ill.
e " " ell.
a " " fat.
ā " " ask.
o " " on, odd.
u " " up.
ū 'oo' pull, book.

DIPHTHONGS.

ī as in ice.
oi " " oil.
ou (ow) out.
ū " " unit.

COALESCENTS.

y as in year.
w " " way.

EXPLODENTS.

p as in pole.
b " " ball.
t " " toe.
d " " ode.
ch " " cheer.
j " " jeer.
k " " king, can.
g " " game.

CONTINUANTS.

f as in fear.
v " " veer.
th " " think.
th " " them.
s " " seal.
z " " zeal.
sh " " shall.
zh " " vision.

LIQUIDS.

r as in rare.
l " " lull.

NASAL LIQUIDS.

m as in maim.
n " " no.
ŋ(ng) sing.
ASPIRATE.
h as in hay.

6. COGNATES.—(See ¶ 16.)

VOWELS.

Long } ē ē ā ā ā ā ō ō ō
Short } i u e a ā o - ū

CONSONANTS.

Non-Sonant } p t ch k f th s sh
Sonant } b d j g v th z zh

OCCASIONAL SOUNDS.—(See Chart.)

ā in fall like ō	ō in wolf like ū	ġ in gem like j
ā ... what ... o	ō ... done ... u	ſ ... amuse ... z
ē ... there ... ā		x ... tax ... ks
ī ... marine ... ē	ȳ in fly like ī	x ... exist ... gz
ī ... bird ... ē	oy ... boy ... oi	ch ... chaise ... sh
ū ... urge ... ē	ow ... owl ... ou	ph ... phase ... f
ē ... prey ... ā		q (qu) usually
ū ... rude ... ō	ġ in ace like s	takes the sound
ōō ... ooze ... ō	e ... cove ... k	of kw as in
oo ... book ... ū	eh ... chorus ... k	queen (kwēn).

NOTE.—c, q and x in the English alphabet have no distinct sounds.

xiii

It will be seen that Webster's plan of using our present alphabet, with marked characters to represent the different sounds of the language, has been generally adhered to. The chart is well printed and mounted, and will be found very serviceable in schools, whether any attempt is made at "reformation" or not. In the "Instructor" a complete analysis is given of each vowel and consonant sound, and instructions as to the proper use of the vocal organs in producing these sounds. There is also a series of exercises on each vowel sound and most of the consonant sounds, and a few reading exercises designed to illustrate the use and usefulness of the phonic alphabet. Those interested, who desire further particulars, or to provide themselves with the work, can address L. D. Middleton, Chicago, Illinois.—Respecting Worcester's Dictionary as a standard in spelling, the N. Y. *Tribune* says: "After the recent strike we made the change to Worcester as our authority in spelling, chiefly to bring ourselves into conformity with the accepted usage, as well as to gratify the desire of most of our staff, including such gentlemen as Mr. Bayard Taylor, Mr. George W. Smalley, and Mr. John R. C. Hassard."—D. Lothrop & Co. issue a choice gift-book, "Poems for Our Darlings." It is a large, illustrated quarto, and contains poems by Celia Thaxter, Elizabeth Stuart Phelps, Ella Farman, Edgar Fawcett, Mrs. S. M. B. Piatt, and others.—Mr. G. P. Lathrop has resigned his assistant-editor-

ship of *The Atlantic*.—A Paris paper gives the following particulars on trade in books in ancient times: "The book trade was highly esteemed. The shop of a librarian in Athens was a place of meeting for the idle and for wits. There the author of the latest publication gave a public reading of it; literary, artistic, and even political matters were discussed without the slightest molestation on the part of the police. Hence the taste for and the price of books went up. Pythagoras' treatises were sold for 9,147 francs for single copies; it was the material upon which books were written that made them then so dear. The prices fell when the secret of parchment was found out. At Rome the book stores were kept in perfect order, and with a certain elegance, like our own. Inscriptions and notices covered the exterior of the shops; inside, the volumes were carefully classified on shelves called *nidi*."

REVIEWS.

VOYAGE of the "Steadfast." By Hon. H. G. Kingston. (Boston: D. Lothrop & Co.)—The story is a good one, and the moral it teaches is not concealed. Captain Graybrook's house was on the north coast of Wales. He went with his son Harry on a whaling tour in the Pacific, in the ship "Steadfast." In "a night adventure" with a whale Harry and two companions became separated from the ship in an open boat and were left on an unknown island, among "savages and missionaries." After various fortunes and misfortunes, the *Steadfast* finds them, and they return to their home. It is a good story for boys, and cannot fail to teach a valuable lesson in morals.

The Complete Arithmetic, Combining Oral and Written Exercises in a Natural and Logical System of Instruction. By Albert N. Raub, A. M. (Philadelphia: Porter and Coates. Introduction price, 50 cents).—In this work the author has endeavored to prepare a text-book which should conform to the later and more sensible views of the best teachers respecting the time which should be given to the study of arithmetic. He has also combined the so-called mental arithmetic with the written, and made a distinction rather between oral and written arithmetic. In both these respects he follows the lead of the other late authors, particularly Prof. Olney, who has urged with the greatest stress that much less time should be taken up in the public school course of study by the teaching of a subject which might and ought to be learned in about half the time usually given to it.

We have not given this new book the critical examination which is necessary to enable us to speak with accuracy respecting its adaptability to class-work. Indeed, the class-room is the only thorough test of a text-book. However, the selection of subjects, the general arrangement, the appearance of the page, the excellent paper and printing, in view of the very low price at which it is sold, all combine to impress us favorably with the book. There seems to be nothing new in it, though it is claimed by the publishers that it contains "special features" which make it superior to all others."

School History of Greece. By Geo. W. Cox, M. A. (New York: Harper and Brothers. Chicago: Jansen, McClurg & Co. 343 pp. Price 70 cts.)—To any one who is acquainted with the other works of the author, this book will need no recommendation. The author understands his subject; he understands how to handle it; and he does handle it admirably. Shorn of all superfluities, the important topics are carefully selected; the style is vigorous, yet easy; the history remarkably correct. Were it not for these excellent features, we should almost feel like finding fault with the publishers for the fine type used. Ten maps, not, perhaps, as elaborate as those found in Harper's Geography, yet answering the purpose, accompany the volume.

Correspondence.

TO THE EDITOR OF THE WEEKLY:

AS Prof. Easterday, at page 171 of the WEEKLY, calls in question the correctness of the formula for estimating the deviation from the vertical of a falling body, given by me at page 123 of the WEEKLY, permit me to say, that the formula gives the *difference per second* of two points (the top and bottom of the tower) that are stationary with respect to the revolving sphere and are located on a diameter of the sphere; and that the multiplication by $\cos L$ simply reduces the distance between the points to the *difference* of their distance from the revolving axis. As the rotation is uniform, the difference of velocity thus found is constant and has no connection with the *vertical* motion of the falling body.

Prof. Easterday may easily verify the correctness of the application of the formula by substituting for a in the formula in succession, $\frac{1}{2}g$, $\frac{3}{4}g$, $\frac{5}{8}g$, etc., and taking the *sum* of the deviations thus found for the deviation during the fall. He will find that the deviation per second, as given by the formula, is

not the deviation per second "at the instant of striking the earth," but it is the *mean* of its deviation per second during its descent from A to B , as it ought to be.

J. E. HENDRICKS.

DES MOINES, IA., Oct. 6, 1877.

QUERIES AND ANSWERS.

QUERIES.

[Queries and answers are invited from all readers. This department is in the hands of subscribers.]

59. I have a fenced garden 12 rods square. How many trees may be set in it whose distance from one another shall be one rod, and no tree be within half a rod of the fence?

60. I wish to line 30 square yards of carpet with duck $\frac{3}{4}$ yard wide. If the duck will shrink 4 per cent in length and 5 per cent in width, how many yards of duck must I buy?

61. If the moon were to lose her projectile force, which counterbalances the earth's attraction, in what time would she fall to the earth?

A READER.

62. Will you or some of your subscribers please inform me how many pounds of shelled corn make a bushel in Illinois? Fish's Complete Arithmetic says 52 pounds, but custom requires 56.

63. A tank has one side truncated so that each end forms the larger segment of a circle, the chord cutting off said segment being 2 feet 6 inches in length, while the diameter of the circle is 3 feet 5 inches, and the length of the tank 7 feet 2 inches. Required the contents in wine gallons.

64. $5x^2 + \frac{1}{2}x - \frac{1}{3} = 1\frac{1}{2}$; find the value of x .

65. In the sentence, "In order to be a scholar you must study," how would you parse the word "scholar"?

66. Please publish the following example for solution by quadratics:

$$\begin{aligned} x^2 - y^2 &= 315 & (1) \\ x + xy + y &= 75 & (2) \end{aligned}$$

ANSWERS.

[The answers are numbered to correspond with the queries which have preceded.]

36. If the inclination of the earth's axis toward the plane of its orbit were 25° , the width of the Torrid zone would be 50° , of the Temperate zones, each 40° , of the Frigid zones, each 25° .

39. *His being a lawyer* proved his ruin.

His—per. pro., mas. gen., sing. num., poss. case, and limits the participle *being*.

Being is a participle; as a noun it is the basis of the substantive phrase—"his being a lawyer"; as a verb it implies existence.

Lawyer is a com. noun, mas. gen., sing. num., *nominative* case; it modifies *being* in the same way that it would modify *is* in the clause "*That he is a lawyer*." Hence it is in the *nominative* case.

40. Since the diameter of a circle = the diagonal of its inscribed square, we have only to find the side of a square when the diagonal is known. Half the diagonal multiplied by the square root of 2 = the side. Hence $\frac{1}{2}\sqrt{2} = 2.828$ = side of square.

45. Yes; because pupils should have good models, and but few teachers can furnish the same of their own execution.

J. M. MAXWELL.

LOUISVILLE, KY., Sept. 25, 1877.

39. Greene the authority. *His being a lawyer* proved his ruin. *His* is a pronoun, personal, third person, sing. num., masc. gen., poss. case, and limits the participial noun *being*, according to Rule VII., noun or pronoun in the possessive case, etc., page 232, 4.

Being is a present participle having the construction of a noun and is called a participial noun. It has the meaning and limitations of a verb. Page 259, 3 (b). A participle having the construction of a noun, may be limited by a noun or a pronoun in the possessive case. Page 259, 3 (c), Rule XVII.

Lawyer—Noun, com., third person, sing. num., masc. gen., predicate nominative, absolute case, according to Rule II., (b), (4).

GEORGE H. TUCK.

PLYMOUTH, ILL., Sept. 26, 1877.

40. Radius of circle is 2 feet and $\sqrt{(2^2 + 2^2)} = 2.8284$, side of inscribed square.

46. Let x = amount of money;

$$60.06 + \frac{x - 60.06}{10} = \frac{x}{4},$$

from which we find $x = \$360.60$, one fourth of which = \$90.09, the share of each.

48. $\frac{(100 - 20)30}{100 - (100 - 20)}$ = equals 120 per cent, rate of gain.

49. $\frac{20}{100}$ of $\frac{62\frac{1}{2}}{100}$ of $\frac{3}{8}$ = $\frac{3}{4}$ \therefore \$3,375 is $\frac{3}{4}$ more than $\frac{3}{8}$ of his fortune; \$3,375 being $\frac{3}{4} - \frac{3}{8} = \frac{3}{8}$ of his fortune, and \$3,375 $\div \frac{3}{8} = \$12,085\frac{3}{4}$ his fortune.

D. H. D.

MINONK, ILL.

The example presented for solution by D. H. D. in our issue of Sept. 20 should read as follows: Find the values of x , y , and z , in the equations $x + y + z = 5$, $x^2 + y^2 + z^2 = 70\frac{1}{2}$, $xyz = 10$.

The Educational Weekly.

STATE DEPARTMENTS.

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Nebraska: Prof. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign: HENRY A. FORD, Kalamazoo, Michigan.
The East—Prof. EDWARD JOHNSON, Lynn, Massachusetts.

CHICAGO, OCTOBER 18, 1877.

Illinois.

NOTES.

THE Educational Exhibit at Philadelphia last year has produced abundant fruit in the numerous exhibits made at county fairs this year. Of a few of these we have given quite full accounts, from which it may be seen that some were highly creditable to the exhibitors.

These exhibits will be prolific of great good, because the attention of the public is called anew to the schools, and, more than all, because needed prominence is given to written work.

The chief defect of our common school instruction is its lack of definiteness. This lack becomes painfully apparent, when pupils attempt to put their knowledge upon paper. Many a teacher who was congratulating himself upon the excellence of his work has been mortified beyond expression at the results of a written examination. Attention is called to points that he has considered of little value, or has entirely overlooked. A material advance along the whole line will be one of the fruits.

"Our new principal of the public school has taken vigorous hold of the work of reform and improvement. 'I am going to build a new fence around the school yard and cut out some of those trees, unless you forbid me,' said he to the Board of Directors, and almost before they knew it, those much needed improvements were completed." We take the above from one of our exchanges. Why should n't he build a new fence and cut out the trees? We regret to see the skill that some teachers evince in determining just where their duties cease. The gate is off the hinges, boards are missing from the fence, the outhouses are out of repair, panes of glass are missing from the window, and the teacher does n't attend to these little matters because "it is n't his business." Suppose that he should be kept at the schoolhouse a few evenings until six o'clock. Suppose that he should spend an occasional Saturday in "snugging" up loose ends! He is not hired for six hours a day and five days a week. He is hired to teach the school, and to teach it well. The details of the task are not "nominated in the bond." If he is what he should be, he will devote whatever time is necessary to secure success. No one can afford to fail, no community is so unappreciative as to fail to recognize the merit of a teacher whose heart is in his work.

PERSONALS.

Miss Ada Sisson is principal of the Mason schools; she has two assistants. The Republicans of La Salle county have nominated Supt. Williams to be his own successor. Mr. A. Coomer is the principal of the Piper City schools. The following are the principals of graded schools in Knox county: Altona, C. M. Branson; Oneida, T. C. Swafford; Wataga, H. P. Roberts; Galesburg, M. Andrews; N. Abingdon, J. S. Huey; S. Abingdon, J. B. Strode; Knoxville, J. McClanahan; Maquon, Russell S. Hill; Summit, J. D. French; Yates City, W. L. Steele; St. Augustine, H. L. F. Roberson. T. B. Bird is principal of the Hoopes school. He has five assistants and two hundred and fifty pupils. The Republicans of Champaign county have nominated Capt. S. L. Wilson to be his own successor, as county Supt. The Democrats have nominated G. R. Shawhan. Both are excellent men. Dr. T. W. Lamb is principal of the Vermilion High School.

NEWS.

The working-men of Rock Island county have adopted as the ninth plank of their platform, "Common school text-books uniform throughout the state." They are for "reform." The supervisors of Vermilion county have agreed to let the County Supt. draw ninety-six dollars a quarter. Why will they be so reckless with the "dear people's" money. They have a new school house at Monticello. The *Effingham Democrat* has an educational column conducted by Supt. Scott. School visitation is abolished in Effingham county. What's the use of having these officious superintendents "ncsing" around any way? Hurrah for De Witt! The superintendent's time is doubled. Miss Welch is a candidate for reelection. We have not until now had any report of the Marion County Institute, which was held, last August, at Salem. Through the kind-

ness of a friend, we are enabled to present the following report. The Institute was in all respects a decided success. Marion county is about half the size of LaSalle or McLean, yet the enrollment reached one hundred and fifty, and the average attendance was one hundred and thirty. The spirit was admirable, the weather pleasant, and the whole session thoroughly enjoyable. Prof. Hull, of the Southern Normal, had charge of arithmetic, U. S. History, Botany, and School Economy. Prof. Parkinson, of the same institution, taught Geography, Reading, Natural Philosophy, and Zoology. Dr. Green, of Salem, took charge of the Physiology, and Mr. Scovell the Grammar. Supt. Primmer has been nominated by the Independents, while the Democrats have nominated Mr. John B. Abbott, of Alma. On the Educational display at the Knox county fair, premiums were awarded as follows: Ungraded schools—1st premium, Ontario, E. H. Goldsmith teacher; 2d, Cherry Grove, Leanna Hague teacher. Graded schools, primary work—1st, Oneida; 2d, Knoxville. Grammar department—1st, Oneida; 2d, Yates City. High School—1st Altona; 2d Knoxville.

The First Annual Report of the Supt. of Schools in Bloomington was printed in *The Pantagraph*, of Sept. 10. From it we collect the following facts: The school year consists of nine months. The Board is composed of seven members, the president being Mr. Jacob Jacoby, and the secretary Miss S. E. Raymond, the superintendent. The charter, under which the schools are operated, was granted by the legislature in 1857. The attendance at that time was about three hundred, and five teachers were employed. Last year the average attendance was 2,294, and the number of teachers employed was fifty-seven. Can any other city in the state show a more rapid advance? The first estimate of the Board called for a tax of \$12,000,—\$10,000 for the erection of a building, and \$2,000 for the support of the schools. The Council declined to order the levy on the ground that it would be "burdensome and very oppressive." Mr. Lincoln was employed by the Board to carry the matter into the courts, but it was subsequently amicably adjusted. The first superintendent was Daniel Wilkins, who was elected in 1858. Since that time there have been ten, so that the average period is but two years. Hon. S. M. Etter occupied the position four years; Mr. Jno. Gowdy, now of Macomb, four years, and Miss Raymond is now upon her fourth year. There are four large buildings, besides the High School building, which is one of the best of its kind in the state. There are, also, several smaller buildings, one of which is just completed. The last High School class numbered twenty-eight. The report is deficient in financial statements. We are told that the expense *per capita*, based on the average daily attendance and not including interest, is \$15.54. But the interest on the indebtedness should be included, since it is as much a part of the running expense of the school as the pay of teachers. Neither can we determine the indebtedness of the city from the report. The Supt. receives a salary of \$1,500, the principal of the High School \$810, and the ward principals \$675.

Iowa.

A number of prominent educators in this state are in favor of making the legal age at which children may enter the public schools six years. The following was adopted by the Henry County Normal Institute:—"Resolved, That in the death of the venerable and devoted instructor, Prof. S. L. Howe, the cause of education has lost a most zealous and valued friend, and that in his decease we as teachers of Henry county are indeed bereaved. That after 30 years of active labor in Henry county institutes and normal schools, his kind, fatherly face, his words of cheer and wisdom are truly missed. That in his life, his untiring industry, his true teacher's spirit of self-sacrifice, his devotion to truth and progress, his hatred of ignorance and oppression, we have an example worthy of our emulation and our gratitude.—Miss C. T. Dodd is endeavoring to organize a Kindergarten school in Algona. Miss Dodd is said to be well informed in Kindergarten methods.—Judge Hammond, dean of the law department, Mr. Pickard, of Chicago, Dr. Gregory, of the Illinois Industrial University, Dr. O. M. Spencer, formerly president of the University, Dr. Read, and Prest. Bateman, of Knox College, are all spoken of for the presidency of the Iowa State University. There seems to be a general feeling that the position ought to be filled by an Iowan, if the right man can be found.—Prof. A. N. Osias, principal of the Des Moines High School, and Miss McKenzie, of Iowa City, formerly a teacher in the Des Moines High School, were married a few weeks ago. The worthy couple have our best wishes.—The Washington public schools have enrolled 588 pupils. There are 1,074 children in the town of school age.—Prof. N. E. Goldthwait conducted the Normal Institute at Carroll City.—The McGregor High School Literary Society furnishes entertainments which are well attended and appreciated.—The graduates of the Oskaloosa High School have organized an Alumni Association, of which Miss Katie Palmer is President.—Mr. J. B. Jennings is principal of the Gilman schools.—Mr. Micklejohn has charge of the Liscomb schools.—Mr. E. P. Rowell directs school affairs at State Center.—Prof. John T. Grawe is the courteous, gentlemanly, and scholarly principal of the Bradford Academy. This institution, now in its twelfth year, fits students for college, and teachers for their work.—Rev. A. L. Frisbie, of Des Moines, is delivering his lecture entitled "A Woman's Victory, or the Siege of Calais" in different parts of the state. It is a poem, concerning which the press of the state speak very favorably.—The *Keokuk Constitution* favors Dr. Read, formerly of the Ohio and Missouri State Universities, for president of the Iowa State University.—Robt. Farquharson, son of Dr. Farquharson, of Davenport, has been appointed a midshipman in the navy.—Clinton has a free reading-room.—The Davenport Library Association is soon to be the happy owner of a \$10,000 building,—the gift of Mrs. Clarissa Cook.

Minnesota.

A special school meeting held at Carver it was voted to levy a tax of \$500 toward creating a sinking fund for the purpose of building a new school house.—The Superintendent of Public Instruction, Mr. D. Burt, in a letter to the *Winona Republican*, says that women are not eligible to the office of county superintendent of schools, and that they are not entitled to vote for superintendent of schools at a general election. They can vote for officers in their own district and also at any school meeting of their own district.—Supt. D. Richards says the following good words: "I shall, at the examinations this fall, urge all the teachers of the county to subscribe for some educational journal, and will be ready to offer the *EDUCATIONAL WEEKLY* at lowest club rates."—Prof. McConnell, of East Minneapolis, has been engaged to teach the Orono school again this winter at \$100 per month. He taught there with great satisfaction to the district last winter.—At the meeting for organization of the Board of Education of Austin Independent District, No. 27, recently, the following officers were elected for the coming year: President—E. P. Van Valkenburgh. Clerk—C. H. Davidson. Treasurer—W. T. Wilkins.—Superintendent Haven was at Northfield two weeks ago pursuant to notice to conduct his examination of applicants for teaching credentials. He had a fine class of 23 members, most of whom acquitted themselves with credit, and some passed an uncommonly good examination. Brother Haven's heart is in the work, and this, with the necessary qualifications which he possesses, is the needed desideratum for a successful superintendent of education.—Minneapolis West Division admitted to her public schools in September 3,064 pupils—an increase of 500 over September of last year.

Ohio.

THE fifth year of the Ohio Agricultural and Mechanical College, Columbus, opened Sept. 12 with a most encouraging prospect for the coming year. More than two-hundred students have already entered. The military department of the college is proving to be very successful, and quite popular with the students. The applications for excuse from duty in that department are confined almost exclusively to those who are unfitted by physical disability, there being one single case of excuse on account of "conscientious scruples." In a few weeks the new department of Mining Engineering and Metallurgy will be opened under the charge of Prof. J. E. Church, at present engaged in the Government Survey of the Comstock Lode. This department will materially increase the efficiency of the college. The first class from the college will be graduated at the end of this year, consisting of five young men who will have been students in the college for five years.

At the last meeting of the Tyndall Association, which is composed of some of the ablest scientists of the country, the following resolutions were passed unanimously: "Resolved, That in the opinion of the Tyndall Association, the present Head of the Signal Service of the United States is unfit for the position which he holds, in that he controls the service in his own selfish interests rather than in those of meteorological science; in that he has failed to make the results of the labors of the service accessible to the scientific men of the country; in that he refuses to aid or coöperate with disinterested persons in the extension and improvement of the service; and in that he gives his attention, in the location of stations, to the climate of politics, rather than to the true interests of meteorology. Also: Resolved, That the interests of the country demand his removal and the appointment of a man fitted for the duties and responsibilities of the place."

Reports from different parts of Ohio show an unusually large attendance in both public and private schools. Most of the colleges of the state have an increased number in attendance. The enumeration of children of school age, just completed, between six and twenty-one years, in Columbus, is 14,209; the population 49,381.

Educational News.

CALIFORNIA.—Prof. A. L. Mann's majority over H. N. Bolander for superintendent of common schools for the city and county of San Francisco was 3,645.

CONNECTICUT.—It is said that a schoolma'am in Meriden is so unpopular that the school committee was requested by heads of families to dismiss her. The committee refused, and all the children have been withdrawn from the school. The teacher goes to the school-room every day, stays there alone, and draws her wages regularly.

DAKOTA.—Prof. G. E. Culver, formerly a teacher in the State Normal School at Whitewater, Wis., has taken charge of the schools at Vermillion.

GEORGIA.—State School Commissioner Orr says: "On an average in the state, dividing it into districts five miles square, there are ninety white, and seventy-five colored. In 1873 the attendance upon the public schools was 83,000; last year, 186,000; this year it will be 200,000."—Atlanta renews the proposition to donate City Hall square and build a capitol as good as that in Milledgeville, if the city is selected for the capital.

ILLINOIS.—The educational department of the *Milton Beacon*, P. H. Harris, editor, is one of the most readable to be found among the county papers. Mr. Harris handsomely compliments the *WEEKLY*, and says we "seriously

misapprehended" the design of his department in our former reference to it. He now says (and we are glad to record it) that he advises teachers to subscribe for all the educational papers which they can afford to take; and prominent among the list he places *THE EDUCATIONAL WEEKLY*.—The enrollment in the Rock Island public schools this fall is larger than ever before. They are under the management of an able superintendent, whose report for last month shows a good standing in attendance and punctuality.—G. G. Alvord is at work on his sixth year as principal of the schools at Cairo. Mrs. P. A. Taylor, county superintendent, has our thanks for frequent remittances for subscriptions.—O. M. Cray is still adding to his fame as principal at Lyndon. This is his eighth year.—It is expected that an examination for state certificates will be held at Galesburg near the close of the present school year. Miss West, the county superintendent, will arrange a scheme by which applicants may take up the topics in order, all taking the same at the same time, then come together monthly and have a preliminary examination in these branches. She will prepare such questions as will test their knowledge of the ground gone over, and after marking the papers, return them, that each may see how he stands. One half day will be thus employed, and the other half will be occupied by the principals by instituting a quiz class, in which they will question each other on the branches reviewed. The first month's work in review will cover the subjects of orthography, reading, arithmetic, and grammar. The first examination will occur the last Saturday in October, and others will succeed regularly the last Saturday of each month. Miss West invites all older teachers to participate in these examinations.—The name of Prof. O. E. Haven, superintendent of schools at Evanston, is mentioned quite prominently in connection with the nomination for county superintendent of Cook county. Prof. Haven is a gentleman of fine education, a graduate of the University of Michigan. His experience as superintendent of schools, first at McGregor, Ia., and for the last four years at Evanston, has peculiarly fitted him for the position of superintendent of schools in this county.

IOWA.—The State Teachers' Association will meet during the holidays at Cedar Rapids.—W. A. and Anna E. Packer have opened an independent school at Farmington.—The laying of the corner-stone of the Davenport Academy of Natural Sciences was performed by the officers of the Grand Lodge of Iowa Masons. S. S. Hunting delivered an address treating of science from its earliest stage until the present time.

LOUISIANA.—The political parties are at loggerheads in New Orleans over the question of text-books in the public schools. Harpers' publications have been ousted and Barnes' put in their place, and still the fight goes on, as a strong influence is brought to introduce southern publications.

MICHIGAN.—The *Ann Arbor Courier* says: "The present number of pupils in the High School is 353; last year at this time it was 312, being an increase of 41. Of this number 40 are non-residents. It was supposed that there would be sufficient room to hear all classes, but at the present time every room and the chapel is occupied all day long, and it is necessary to have two classes recite out of school hours."—Victor P. Collier, Regent of the University, has resigned on account of ill health, and Gov. Croswell has appointed Rev. Dr. George Duffield, of Lansing, to fill the vacancy.—R. A. Beal, of Ann Arbor, is making stirring speeches throughout the state, denouncing Judge Huntington for his adverse decision in the Rose-Douglass suit, and planning for an extra session of the legislature next winter for the purpose of securing his impeachment. He is enthusiastically sustained by the people.

MINNESOTA.—Supt. R. W. Richards, of Blue Earth City, thus defines his position on the state text-book question: "1. We have been paying too much for text books. 2. A Publishers' Board of Trade, fixing a retail price of books, was the cause of the exorbitant price. 3. The Merrill Law offered books at less than one half of the former prices. 4. The Publishers' Board of Trade was broken up soon after the passage of the law, so that all school books are sold at lower figures than before its passage. 5. The law secures a state uniformity for fifteen years, and puts out of issue all further change of text-books in schools. 6. The objectionable features of the law are the manner in which the books are paid for, and the general working machinery of the law. 7. After endeavoring to give every one a fair explanation of the condition of affairs, my position is, to carry out the will of the people. If the people want to change, I shall serve them by ordering the books, when a requisition has been made by the proper authority."

The following is a portion of a circular issued by the State Superintendent, under date of Sept. 17. There are no school moneys in county treasuries out of which they can pay themselves for books "forwarded to the county auditor" and sent by him into districts. Counties must wait for payment from the results of sales under the following conditions. While the estimates of clerks draw books enough at one time to last a year, payment by clerks to district treasurers is made only quarterly. The result of the last quarter's sales cannot be had until one year from the time books are sent into districts. District treasurers are not required to pay such money to either county or state. In order to collect it, counties will have to adopt measures the stringency of which will depend upon the character of the treasurer in each instance, there being no bonds in the case. Hence, counties cannot rely on collected proceeds of sales in districts for payment to the state, without a delay of at least a year, and some provision for losses certain to occur in many districts. For these reasons it is suggested that district clerks and county superintendents of schools ordering books should confer with their boards of county commissioners. If books are ordered without their knowledge, there may be trouble, since upon them the law devolves the duty of making provision for payment. See Sec. 7. It is also suggested that the unofficial estimates asked of clerks by the contractor, as he says that he may know how many books "should be prepared" may be considerably in excess of the official requisitions that he may receive through the channel authorized by the law. An assumption that books prepared

upon such unofficial guesses will be taken might be unwarranted. The commission as a whole has accepted Sherwood's Common School Speller; Colton's Geographies, two books; and Quackenbos' American History. A majority of the commission has accepted Quackenbos' Grammar, two books, and Quackenbos' Arithmetics, three books. A series of Readers will soon be laid before the commission and probably accepted; books not now in use in the state. On receiving this circular, county superintendents are requested to confer with their boards of county commissioners, and to inform this office at once how many blanks they desire for the clerks' estimates of books wanted. See Sec. 4.—Rev. Geo. C. Tanner, A. M., superintendent of schools for Steele county, instructs a teachers' class in Minnesota Academy located at Owatonna.

In the Minnesota department of the WEEKLY of Sept. 27, appeared the statement that "the City School Board of Faribault, at their last meeting, decided against reëngaging Prof. McNaughton as school superintendent for another year by a vote of three to two." The actual facts are that Prof. McNaughton was elected Superintendent of the schools at Cedar Rapids, Iowa, on June 4, and accepted the position on the 6th of the same month. This was more than a month before the alleged action of the Faribault board noted above. The latter board were well aware of these facts, and their action was about as consistent as the reputed voting of the Long Island Democrats for Andrew Jackson for a quarter of a century after the old veteran had ceased to be president! Prof. McNaughton is one of the most able educators in the West, and the Faribault school board will look far and long before they will find his superior as a superintendent.

MISSOURI.—In ordering THE PRACTICAL TEACHER, Supt. J. M. White, of Carrollton, hits the point when he says: "Practical men appreciate practical suggestions." His letter informs us that there are 651 pupils enrolled in his schools. This can scarcely be excelled in a town of only 2,300 population.

NEBRASKA.—State University opened Oct. 2. Prof. Church is to be absent studying in Europe, the Board generously paying him half his salary during his absence.—The fall institute campaign opened Oct. 2, in Clay county. The State Superintendent has made engagements to assist a part or all the week at the following institutes: Clay county, Oct. 2 to 5; Thayer county, Oct. 18, 19; Nelson county, Oct. 22 to 27; Butler county, Nov. 12 to 16; Buffalo county, Nov. 26 to 29.—The Normal School at Peru opens with a large attendance.—Prof. W. W. Jones continues in charge of the Lincoln schools, which open with increased attendance.—Supt. John H. Mockett has just closed a successful institute at West Point.—The summer normal institutes held at Pawnee City (6 weeks) and Lincoln (4 weeks) were highly successful. The prospect is that a number of these schools will be held in 1878.

NEW YORK.—Public evening free schools for both sexes have been opened in New York City. No persons are admitted whose age or avocation is not such as to forbid their attending the day schools, and all are required to be recommended by respectable residents in their own wards. It is expected that the average number of pupils attending will reach 8,000. Particular attention will be paid to instruction in penmanship and arithmetic.

VIRGINIA.—The public schools of Richmond are full to overflowing. The enrollment of pupils is greater by 1,500 than it has ever been at a corresponding period of the session, and five or six hundred have been turned away for want of accommodations. The present enrollment reaches about 5,900. The course of study has been so changed that only ten years are required to complete the whole.

WISCONSIN.—A. W. Smith, of Wauwatosa, writes that the people of his village have reorganized their school under the Free High School Law.—A. R. Ames, the present incumbent, has been nominated by the Republicans of the First District of Dane county, as candidate for superintendent of schools. His election is beyond doubt.—Hosea Barnes makes the educational column of the Kenosha Telegraph lively with personal items.—Oliver Arey, formerly President of the State Normal School at White-water, is principal of one of the public schools of Buffalo, N. Y.—A recent visit to the Whitewater Normal School satisfied us that a revolution has been effected there, not only in name but in reality. The seven new members of the faculty are all teachers of first class qualifications, and a more interesting exhibition of good teaching it has seldom been our privilege to enjoy.—Miss F. W. Lewis, for the last three years assistant teacher in the Beloit High School, has been compelled by ill health to resign her position and rest for a year. On the occasion of her taking leave of the school, a magnificent copy of Doré's Gallery, valued at \$75, was presented to Miss Lewis as a token of the appreciation of her services. Miss Martha E. Hazard, late principal of the Advanced Grammar Department, takes Miss Lewis' place, and Miss McMurdo takes Miss Hazard's place. Miss Mary E. King, for the last five years a teacher in the public schools of Beloit, died Sept. 28, after a brief illness, of typhoid fever. She was very highly esteemed. She was buried on Sunday, the 30th. The Board of Education, the teachers in the public schools, and Miss King's former pupils followed her remains to their last resting-place.—Mr. W. D. Parker, of Watertown, has been nominated for county superintendent of schools for Jefferson county.—Frank H. King is engaged in completing the special work of the geological survey, in the northern part of the state, under the appointment of State Geologist Chamberlin. This is the work on which Prof. Strong was engaged when he met his untimely death.—Supt. Tracy has been renominated by the Republicans of the east district of Rock county.—Governor Ludington has appointed E. W. Keyes member of the Board of Regents of the University in place of Geo. H. Paul, whose term of office has just expired.

THE COLLEGES.—The freshman class at Ann Arbor contains 140 students. Owing to the change to a nine months' course in the Medical College, the number of new students in that Department is not as large as usual. The number in the Law Department is about the same as last year.—Yale College

will shortly come into the possession of the largest gift which it has received in a long time. Mrs. Caroline M. Street, who died on the 23d of August, left to the college bequests to the value of about \$20,000.—New students at Cornell number 150; Union, 59; Tufts, 34. At Tufts College, seven hours per week of elective studies are allowed the senior class, and two hours per week to the juniors.—The attendance at Chicago University is larger than ever before, numbering 170 at the present time.—The name of President Chadbourne, of Williams College, is mentioned in connection with the governorship of Massachusetts.—Oxford University has about the same number of under-graduates as Harvard, 1,300, but her income is \$1,000,000, and her library contains over 500,000 volumes.—There are 350 students at Vassar, 475 at Princeton.—The Thayer School of Civil Engineering, at Dartmouth, has made additional requirements for admission. A graduate of the Chandler scientific department, which is a school of four years' thorough course, must pass a rigid examination, and the graduate of the academical department must spend one year in the scientific department before entering the Thayer School.—President I. W. Andrews has been connected with Marietta College since 1838—until 1855 as professor of mathematics, and since then as president.—There are 25 members in the freshman class at Knox College, Galesburg, Ill.—Rev. James A. Duncan, D. D., President of Randolph Macon College, died at Ashland, September 24, aged forty-seven years.

Publishers' Notes.

PRICE of the WEEKLY to all subscribers till Jan. 1, 1878, 35 cents.

THE PRACTICAL TEACHER.—The name selected for our new monthly seems to be a very popular one. There is so much that is *not* practical in the educational journals, that the live teacher is looking for something better than can be found elsewhere, when THE PRACTICAL TEACHER comes to him. We believe he will find it. Perfection will not be reached in the first number. We believe in *growth*. The universal testimony of our subscribers is that the WEEKLY has improved from the beginning. But it is to be very much better than it is yet. And so we intend to commence *well* with the TEACHER, and go on to *better*, and aim soon to reach *best*. Only a few will care to take both journals, as the contents of the TEACHER will be made up almost entirely from the WEEKLY, but there are so many teachers who cannot afford to pay for the WEEKLY, and who want only those portions of it which will render them immediate assistance in their school work, that we have entered upon this monthly publication chiefly to meet their wants. We shall aim to make it largely supplement the normal school and the institute, if it does not, indeed, surpass them in real value as a means of training and preparation for teaching. Please send us the names of such as would like to receive the first number. And if any county superintendents or principals of schools would like to place extra copies in the hands of their teachers or older pupils, we will gladly mail them. Send us your address.

—We take pleasure in announcing a short series of articles from the pen of Supt. H. F. Harrington, of New Bedford, Mass., on the later methods of teaching in the public schools as compared with those of a half-century ago. Supt. Harrington is one of the most thoughtful and intelligent of the writers on educational topics, and his articles will be not only intelligent, but crisp and practical. We venture to quote from a recent letter one paragraph relating to the WEEKLY:

"The WEEKLY is the best educational magazine that comes under my observation. You have made your initial promises good, and I trust are reaping a corresponding reward."

We are glad to note the expression of such views from prominent New England educators. They are evidence that our efforts to publish a first-class *educational weekly* are appreciated in the Eastern states as well as the Western. Prof. H. B. Buckham, Principal of the State Normal School at Buffalo, N. Y., will also continue to write on School Economy, taking up next the subject of Records. His articles on Tardiness have been read with great interest.

WANTED.—A gentleman of culture, and of successful experience in teaching, may learn of an opportunity to take an *interest* in a flourishing private academy by addressing J. G. H. of this office. The opportunity is a rare one, and a rare man is sought.

—Back numbers of the WEEKLY, from one to twenty inclusive, will be furnished for five cents each. All published since No. 20, ten cents each. If notice is sent us of a missing number immediately on receipt of the *next* number, we will re-mail it free. Always give the *number* of the paper, not the date.

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